DOCUMENT RESUME

ED 220 791 CS 006 663

TITLE The Elementary Reading Reference Guide. Revised.
INSTITUTION Fairbanks North Star Borough School District, AK.
PUB DATE May 79
NOTE 106p.; For related document see CS 006 662. Parts of several pages may be marginally legible.

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS Elementary Education; Models; Prereading Experience; *Reading Comprehension; Reading Instruction; *Reading Skills; *Reference Materials; *Study Skills; *Vocabulary Development; *Word Recognition; Word Study Skills

ABSTRACT

Designed to complement the RIM (Reading-Instruction-Maintenance) Reading Skill Guide, this reference guide provides a useful tool for teachers utilizing the RIM Model in grades kindergarten through six. In the RIM model, readiness (R) stands for exposure to the skill, mastery not expected; instruction (I) stands for formal presentation with expectation of 80% mastery on tests at that grade level; and maintenance (M) stands for review and expansion of the skills previously presented. Components of the guide include (1) behavioral objectives (coded and stated according to the RIM Reading Skills Guide), (2) definitions and rules (clarification of terms, essential components for teaching strategies, and helpful hints), (3) examples (sample words, worksheet items, and suggested activities, questions or procedures), and (4) resources and comments (recommended reference books and space for teachers to note additional helps, ideas, resources, and criticism). The skill areas covered include prereading, word recognition (including phonetic and structural analysis), vocabulary, comprehension, and study skills. (HOD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220791

The Fairbanks North Star Borough School District gratefully acknowledges the designers of

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

THE ELEMENTARY READING REFERENCE GUIDE

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Ruth Hurlburt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SUB-COMMITTEE

RUTH HURLBURT, SUB-COMMITTEE COORDINATOR
KAREN MURRAY, BADGER ROAD ELEMENTARY, CHAIR, READING TEACHER SPECIALISTS

LYNDA AULT, UNIVERSITY PARK ELEMENTARY
PAULA BARTLETT, NORDALE ELEMENTARY
PAT BATEMAN, HUNTER ELEMENTARY
GAIL HALES, FORT WAINWRIGHT ELEMENTARY
JIM HARRIS, DENALI ELEMENTARY
JO KUNTZ, JOY ELEMENTARY
PATTI MANN, ANDERSON ELEMENTARY
DORIS PUCKETT, BARNETTE ELEMENTARY
FREDA RUSSELL, NORTH POLE ELEMENTARY
SHIRLEY SARGENT, FOX AND TWO RIVERS ELEMENTARY
EVELYN SCHMIDT, CHENA ELEMENTARY
MARY SCHOFF, PENNELL ELEMENTARY
ROSE WALISZEWSKI, AURORA ELEMENTARY

EMILY KEMAK, ADVISOR

CS006663

REFERENCE GUIDE
TO
ACCOMPANY
THE RIM READING SKILLS GUIDE

The Reference Guide has been designed to complement the RIM Reading Skills Guide. The purpose of the guide is to provide a useful reference tool for teachers utilizing the RIM Model. Objectives, identified as needing clarification, are expanded throughout the following pages.

Components of the Reference Guide include:

Objectives
Coded and stated according to the RIM Reading Skills Guide.

Definitions/Rules
Clarification of terms; essential components for teaching strategies; helpful hints.

Examples
Sample words; examples of worksheet items; suggested activities, questions or procedures.

Resources/Comments
Recommended reference books; space for teacher to note additional helps, ideas, resources, and criticisms.

The Reference Guide was developed during the 1978-79 school year out of response to a voiced need for elaboration on the RIM objectives. It is intended to be a "working guide" throughout the '79-80 school year. In order to make the revised guide a more effective tool, classroom teachers' comments and criticisms are encouraged.

May 1979

PRE READING (PR)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
PR-1 Repeat full name	State first and last name		
PR-3 Recite birthday	State month and day		Hali, N. Launch. Stevensville, Mich., Educational Service, Inc., 1969.
PR-4 Distinguish between left and right		Simon says-- "Raise your left arm" "Point to your right ear"	
PR-5 Demonstrate adequate attention span	Complete a simple, assigned task. Respond appropriately at a given time	Block building, puzzles, art projects	
PR-6 Listen attentively to story	Attend for full length of story		
PR-7 Follow oral directions	Kindergarten--follow 3 step directions. Grade 1--follow 4 step directions Grade 2--follow 5 step directions	3 Step Directions: Clap hands Tap head Sit down	
PR-8 Point out familiar objects in pictures		Find a dog in the scene	

PRE READING (PR)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
PR-9 Describe similarities and differences	Discriminate visually	Kindergarten--Find objects same color, size, shape	
PR-10 Express thoughts orally in sentences		Make statements in sentences. Answer questions in complete sentences.	
PR-11 Retell a story in sequence		Retell simple story such as "Three Pigs" in order	Tape recorder, Language Master
PR-13 Understand and use opposites, directional words, and question words orally	Appropriately give and respond to opposites, directional words and question words. Directional: up, down, beside, on, in, behind Question: who, what, why, when, where, how		
PR-14 Understand relationship of written and spoken language		Experience charts, labelling objects, lists, posters	
PR-15 Use correct eye movement with readiness materials.	Demonstrate steady left to right movement		

WORD RECOGNITION--PHONETIC ANALYSIS (PA)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
PA-3 Recognize visually (seeing) and aurally (listening) words that rhyme.	a. Rhyming words may have different spellings b. Rhyming words may belong to word families. Word families or phonograms are word parts that contain identical vowel and consonants to which an initial consonant can be added.	a. weight/rate b. -at -ad bat dad cat had fat sad hat mad	The following resource books are recommended for phonetic and structural analysis: Engelmann, S. Preventing Failure in the Primary Grades. New York: Simon and Shuster, 1969. Heilman, H. Phonics in the Proper Perspective. Columbus, Ohio: Merrill, 1976.
PA-4 Make vowel and consonant substitutions	In making substitutions the consonants will be in the initial or final position. The vowel will be in the medial position.	Initial substitution cat...fat...mat Final substitution cat...cap...can	Guszak, F. Diagnostic Reading Instruction in the Elementary School. New York: Harper and Row, 1972.
PA-5 Name initial consonants	Initial consonants are: b c d f g h j k l m n p q r s t v w x y z The student should be able to identify the consonant in the written as well as in the spoken word.		Traub, N. and F. Bloom. Recipes for Reading. Cambridge, Mass: Ed. Pub. Services, 1975. Durkin, D. Phonics and the Teaching of Reading. New York: Teachers College Press, 1969.

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
PA-8 Recognize and use the sound/symbol relationship of:			
a. initial consonants	a. t _ _	a. took	
b. medial consonants	b. _ t _	b. meter	
c. final consonants	c. _ _ t	c. fat	
d. short vowels	Vowels are: a e i o u	ă as in apple ĕ as in elephant ĭ as in inch ŏ as in octopus ŭ as in umbrella	
e. long vowels	Long vowels sound the same as the letter name	ā as in cake ē as in Pete ī as in ice ō as in cone ū as in mule	
f. final e rule	In words or syllables with two vowels, one of which is a final e, the e is usually silent and the first vowel is long.	fine made	
g. y as a vowel	Y functions as a vowel when it concludes a word that has no other vowel letter	my fly by	
	When y concludes a word of two or more syllables, it has the long sound of ē as in funny.	happy angry January	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
PA-8 continued.			
h. consonant blend	Consonant blends consist of 2 or more consonants which are blended when saying the word.	bl br sc st cl cr sk scr dl dr sm spr gl gr sn shr sl pr sp tr tw	
i. initial consonant digraphs	A digraph is a combination of 2 consonants which do not make a blended sound, but together produce a completely new speech sound	sh as in she ch as in church th as in this, thin wh as in which, why ph as in phone	
j. final digraphs		-sh -ph -ch -nk -th -ng	
k. r and l (R and L) controlled vowels	When a word or syllable contains a single vowel followed by r or l, the vowel usually has a sound that is neither long nor short.	bar all bird salt burn fern torn	
m. regular vowel combinations	Sometimes called vowel teams or vowel digraphs	ee as in keep oa as in boat ea as in meat ie as in pie ai as in paint ay as in play	

WORD RECOGNITION--PHONETIC ANALYSIS (PA)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
PA-8 continued.			
n. irregular vowel combinations		au - taunt, laugh aw - pawn ie - thief, friend ei - weigh, foreign ou - out, soup, touch, your ow - town, own, knowledge oo - boot, wood	
o. hard and soft sounds of c and g	When c or g are followed by e, i, or y, they usually have the soft sound /s/;/j/.	center gentle city ginger cylinder gypsy	
p. irregular phonetic parts	There are times when certain letter combinations produce irregular sounds	sch as in school qu as in queen	
q. diphthongs	Diphthongs are two adjacent vowels each of which contribute to the sound heard	oi as in boil oy as in boy	
r. schwa sound	Schwa is the name given to the sound often produced by vowels in unaccented syllables and is represented by the pronunciation symbol ə	a as in about e as in taken i as in pencil o as in lemon u as in circus	
s. silent letters	Generalizations for silent letters:		
	1. in words containing double consonants, only one is sounded.	ladder summer collect message dinner happen	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
PA-8 continued. s. continued.	2. In words beginning with kn, the k is usually not sounded	know knife knee knob	
	3. In words beginning with gn, the g is usually not sounded	gnaw gnats gnash gnu	
	4. The combination gh is usually not sounded when preceded by the vowel.	sigh night light right bright flight	
	5. In words beginning with wr, the w is usually not sounded.	write wrap wring wrist wrote wrong	
	6. In words ending with the syllable ten, the t is often not sounded	often fasten listen moisten	
	7. The digraph ck is pronounced as k	sack duck neck	
	8. In words ending with mb, the b is usually not sounded	comb lamb thumb climb crumb dumb	

WORD RECOGNITION--STRUCTURAL ANALYSIS (SA)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SA-1 Identify root words (base words)	A root is the core of a word--the part to which prefixes and suffixes are added. These words cannot be broken up into separate parts.	man water friend love paper dragon	
SA-2 Form and identify compound words	A compound word is the combination of two words to make a different word. There are three kinds of compound words in our language:		
	1. solid compounds	1. some + thing = something school + house = schoolhouse	
	2. hyphenated compounds	2. self-satisfied	
	3. open compounds	3. disc jockey	
SA-3 Form and identify hyphenated words	Hyphens are used to join together the parts of some compound words:		
	1. Use a hyphen with compound numbers from twenty-one to ninety-nine and with fractions used as adjectives.	1. seventy-six trombones two-thirds majority	

WORD RECOGNITION--STRUCTURAL ANALYSIS (SA)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SA-3 continued.	2. Use a hyphen with the prefixes ex-, self-, and all-, with the suffix -elect, and with all prefixes before a proper noun or proper adjective.	2. self-assurance all-encompassing ex-champion president-elect mid-July post-Reformation late-Renaissance anti-American	
	3. Hyphenate a compound adjective when it precedes the noun it modifies. Do not use a hyphen if one of the modifiers is an adverb ending in -ly.	3. a well-planned campaign (BUT: "The campaign was well planned!") an after-school job a heavily laden burro	
SA-4 Change verb forms by adding s, ed, ing, en		walk - walks, walked, walking paint - paints, painted, painting	
SA-5 Form plurals by adding s, es	Words that end with s, ss, ch, sh, and x form plurals by adding es	s: dog - dogs hat - hats es: dress - dresses church - churches dish - dishes box - boxes	

WORD RECOGNITION--STRUCTURAL ANALYSIS (SA)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SA-6 Recognize and use irregular plural forms	1. Some plurals involve vowel changes within words.	foot - feet woman - women	
	2. For words ending with f, change f to v and add es.	wolf - wolves thief - thieves	
	3. Some singular and plural forms are the same spelling.	deer - deer moose - moose	
	4. For words ending with o which follows a consonant, usually add es.	potato - potatoes echo - echoes	
SA-7 Change y to i and add suffixes	When a word ends with the letter y, the y is changed to i before a suffix is added.	city - cities family - families cry - cries	
SA-8 Recognize and use suffixes	See section Vocabulary (V) (V-14 - Prefixes; V-15 - Suffixes) on pages _____.		
SA-9 Recognize and use noun suffix er, or	Usually, if you can add -tion to the root, or is the noun suffix. If not, er is the noun suffix.	act (action) = actor farm (farmtion) = farmer	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SA-10 Recognize and use comparative adjective forms er and est	er means more than est means most	big bigger biggest	
SA-11 Recognize and use prefixes	See section Vocabulary (V) (V-14 - Prefixes; V-15 - Suffixes)		
SA-12 Recognize and form contractions	A contraction: 1. is a single word that results from combining two or more words; 2. omits one or more letters found in these words; 3. contains an apostrophe inserted where a letter or letters have been omitted; 4. carries the same meaning as the long form it represents, but it has its own pronunciation. Children need practice in seeing and saying the contracted forms, eventually mastering these as sight words.	I am - I'm you are - you're it is - it's I have - I've you have - you've can not - can't does not - doesn't would not - wouldn't let us - let's I would - I'd	

WORD RECOGNITION--STRUCTURAL ANALYSIS (SA)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SA-13 Recognize and use possessives	The possessive case of a word shows ownership or relationship.		
	1. Personal pronouns in the possessive case do not require an apostrophe.	hers, his, its, ours, yours, theirs	
	2. To form the possessive case of a singular noun, add an apostrophe and an s.	boy's cap baby's toy	
	3. To form the possessive case of a plural noun not ending in s, add an apostrophe and an s.	mice's tracks children's games	
	4. To form the possessive case of a plural noun ending in s, add only the apostrophe.	cats' basket four days' delay the Carsons' bungalow	
SA-14 Recognize and use abbreviations	Abbreviations represent a special instance of structural (visual) changes that are found in printed material. The concepts that children need to understand are that abbreviations:	Mr. Mister Ave. Avenue Pres. President Gov. Governor St. Street Sun. Sunday in. inch N.W. Northwest bldg. building U.S.A. United States of America	
	1. are "short form" of writing that represents a longer word or phrase.		
	2. are frequently followed by a period.		

WORD RECOGNITION--STRUCTURAL ANALYSIS (SA)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SA-14 continued.	3. are not usually pronounced, but the word the abbreviation stands for is pronounced (Mr. pronounced "mister"; U.S.A. sometimes pronounced "U-S-A")		
SA-15 Divide words into syllables	Note: Discrepancies between dictionary syllabication and phonetic syllabication occur because the dictionary preserves the integrity of the root word, while generalizations in phonics are to help with correct pronunciation. Basic Rules:		
	1. Every syllable must have a sounded vowel.	1. one syllable: brisk self smash rich month splotch	
	2. When two consonants appear between two vowels, a syllable division is made between the consonants.	2. ac-cent pur-port num-ber dis-may el-der-ber-ry	
	3. When two consonants appear between two vowels, and these consonants are either digraphs or blends, they very often remain within the same syllable (ch, sh).	3. a-shamed ma-chine se-cret	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SA-15 continued.	4. When a single consonant appears between two vowels, the consonant is usually in the same syllable as the vowel following it.	4. re-pub-lic ar-gu-ment a-way con-vo-ca-tion	
	5. When the letter x is preceded and followed by vowels, it is usually in the same syllable as the preceding vowel.	5. tax-i ox-en ex-am	
	6. When a word ends in le, and the le is preceded by a consonant, that consonant usually forms a syllable with the le.	6. ta-ble crip-ple gar-gle	
	7. Prefixes and suffixes generally form separate syllables.	7. un-wise shoe-less re-do-ing	
	8. Special generalizations are made for the suffix ed:		
	a. When the suffix ed is preceded by d or t, it forms a separate syllable.	8. a. want-ed band-ed mat-ed	
	b. when ed is preceded by d or t, it does not form a separate syllable.	b. worked crowned banged	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SA-16 Use accent marks in multi-syllable words	1. In most two-syllable words, the first syllable is usually accented.	1. mu'sic col'umn pen'cil	
	2. In derived or inflected form of words, the accent usually falls on or within the root of the word. Derived form is a word developed by the addition of a prefix or a suffix. Inflected form is a word that has undergone change to express grammatical and syntactical relations, as of case, number, gender, person, tense.	2. re call' un do'ing ab nor'mal	
	3. When the first vowel in a word is followed by a double consonant, the first syllable is usually the accented syllable.	3. hap'pi ness ar'ti cle sac'ri fice	
	4. Syllables containing long vowel sounds are often accented.	4. ap pli'ance com plete' stam pede'	
	5. If de-, re-, be-, ex-, or a-, is the first syllable in a word, it is usually unaccented.	5. be come' de cide' a bout' re port'	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
V-2 Distinguish and supply rhyming words	Words do not necessarily need to be spelled the same to rhyme.	mister/sister through/blue	Durkin, D. Phonics and the Teaching of Reading. New York: Teachers College Press, 1969.
V-3 Recognize new words through context clues	Finding a meaning through context means searching the words surrounding an unknown to discover its meaning. See C-8 for additional information.	The carnivorous dinosaur ate small animals and even other dinosaurs. Select one: 1. plant eating 2. swift 3. meat eating	
V-12 Recognize figures of speech	Simile - a figure of speech comparing two unlike things and introduced by as, like, or sometimes than.	cheeks like roses heart as hard as flint bigger than a bread box	
	Metaphor - a figure of speech in which a word or phrase denoting one kind of object or action is used in place of another to suggest a likeness or analogy between them.	The ship plows the seas A volley of words Also, an implied comparison as: "a marble brow" in contrast to comparison of the simile "a brow as hard as marble"	
	Hyperbole - extravagant exaggeration that represents someting as much greater or less, better or worse, or more intense than it really is, or depicts the impossible as actual.	mile-high ice cream cone waves as high as mountains	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
V-12 continued.	Personification - the act of representing a thing, inanimate object, or abstraction as a person or as having human qualities or powers.	the trees whispered in the wind the dimpling stream runs laughing by	
V-13 Recognize vivid and descriptive language		-clip-clop of horses' hoofs -the crunch of kids munching -the whine of a chain saw -the whirr of distant lawn mowers	

VOCABULARY (V)

OBJECTIVES	PREFIXES/SUFFIXES	DEFINITIONS	EXAMPLE
	PREFIXES		
V-14 Use prefixes and suffixes to gain word meaning	1. a-, an-	without, not	atypical
	2. ab-	away, from	abnormal
	3. ad-	to, toward	administer
	4. ambi-, amphi-	around, about, both	ambiguous
	5. ante-	before	antecedent
	6. anti-	against	antidote
	7. arch-	chief, principal	archbishop
	8. bene-	well, good	benefactor
	9. cata-, cath-	down, downward	catacombs
	10. circum-	around	circumnavigate
	11. con-, com-	with, together	congregate
	12. contra-	against	contradict
	13. de-	down, from	detract
	14. demi-	half	demitasse
	15. dia-	through	diameter
	16. dis-	not, opposite of	dislike
	17. dys-	ill, hard, difficult	dyslexia
	18. ex-	out, from	exhale
	19. eu-	well	eulogy
	20. extra-	beyond, outside, without	extralegal
	21. hemi-	half	hemisphere
	22. hyper-	above, excessive	hyperactive
	23. hypo-	under, insufficient	hypodermic
	24. in-	in, into	inside
	25. in-, im-	not	inactive
	26. infra-	lower	infrared
	27. inter-	between	intercede
	28. intra-	within	intramural
	29. iso-	equal, same	isotopes
	30. mal-	wrong, ill, bad	malformed
	31. mis-	wrong, ill	mislead
	32. multi-	many	multipolar
	33. per-	through	perennial
	34. peri-	around	perimeter
	35. poly-	many	polygamy
	36. post-	after	postscript
	37. pre-	before	preheat

VOCABULARY (v)

OBJECTIVES	PREFIXES/SUFFIXES	DEFINITIONS	EXAMPLE
V-14 continued.	38. pro-	in front of, before	prologue
	39. re-	back, again	review
	40. retro-	backward	retrogress
	41. semi-	half	semiannual
	42. sub-	under	submarine
	43. super-	above, over	supernatural
	44. syn-, sym-	together	symphony
	45. trans-	across	translate
	46. un-	not, the opposite of	unreal
	47. vice-	in place of	viceroy
	SUFFIXES		
	1. -able, -ible	capable of, suitable for	durable, visible
	2. -acy	quality or state of	privacy
	3. -age	act or state of, place of abode	breakage
	4. -al	pertaining to	rental
	5. -ance, -ence	quality or state of	compentence
	6. -ant	quality of, one who	servant
	7. -arium, -orium	place for	auditorium
	8. -ary	place for, pertaining to	dictionary
	9. -ate	cause to be	activate
	10. -tion	action, state of	condition
	11. -esque	like in manner or style	picturesque
	12. -cle, -icle	a diminutive ending	corpuscle
	13. -ferous	full, of bearing	coniferous
	14. -ful	abounding in	colorful
	15. -ic	pertaining to	democratic
	16. -fy, ify	to make, to cause to be	magnify
	17. -hood	state of, condition of	childhood
	18. -ism	quality of, doctrine of	conservatism
	19. -ity	quality or state of	familiarity
	20. -itis	inflammation of	appendicitis
	21. -ive	quality of, that which	creative
	22. -ize	to make, give, practice	memorize
	23. -ment	act or condition of	statement
	24. -mony	resulting condition	testimony

VOCABULARY (V)

OBJECTIVES	PREFIXES/SUFFIXES	DEFINITIONS	EXAMPLE
V-14 continued.	25. -or	person who, thing which	conqueror
	26. -ose, -ous	full of	verbose, porous
	27. -osis	condition of, state of	hypnosis
	28. -tude	quality or degree of	altitude

VOCABULARY (V)

OBJECTIVES	ROOTS	DEFINITIONS	EXAMPLE
V-15 Use base words and foreign roots to gain word meaning	**LATIN ROOTS**		
	1. aequus	equal	equinox
	2. amare, amatum	to love	amiable
	3. annus	year	annual
	4. audire, auditum	to hear	audible
	5. capere, captum	to take	capture
	6. caput	head	caption
	7. facere, factum	to make, to do	manufacture
	8. dicere, dictum	to say, to speak	diction
	9. ducere, ductum	to lead	reduce
	10. loqui, locutum	to speak	eloquence
	11. lucere	to be light	translucent
	12. medius	middle	mediate
	13. mittere, missum	to send	admit, permission
	14. manus	hand	manual
	15. ponere, positum	to place	post
	16. omnis	all	omnipotent
	17. plicare, plicatum	to fold	implicate
	18. portare, portatum	to carry	portable
	19. quaerere, quaesitum	to ask, to question	inquire
	20. rogare, rogatum	to ask	interrogate
	21. scribere, scriptum	to write	scribble
	22. sentire, sensum	to feel	sense
	23. specere, spectum	to look at	inspect
	24. spirare, spiratum	to breathe	inspire
	25. tendere, tensum	to stretch	extend
	26. tenere, tentum	to hold	tenant
	27. venire, ventum	to go, to arrive	convention
	28. vertere, versum	to turn	anniversary
	29. videre, visum	to see	visible
	GREEK ROOTS		
	1. bios (bio-)	life	biology
	2. chronos (chrono-)	time	chronology
	3 derma (derma-)	skin	dermatologist
	4. ethnos (ethno-)	race, tribe	ethnic
	5. gamos (-gamy, -gamous)	marriage, union	bigamous

VOCABULARY (v)

OBJECTIVES	ROOTS	DEFINITIONS	EXAMPLE
V-15 continued.	6. genos (gene-)	race, kind, sex	genetics
	7. geo-	earth	geology
	8. graphein (-graph)	to write	photograph
	9. gelios (helio)	sun, light	heliotrope
	10. kryptos (crypto-)	hidden, secret	cryptic
	11. krates (-crat)	member of a group, partisan	democrat
	12. legein (logue, logy)	to speak, to study	sociology
	13. metron (-meter, metro-)	to measure	barometer
	14. morphe (-morph)	form	morphology
	15. osteon (osteo-)	bone	osteopath
	16. pathos (patho-)	suffering, feeling	sympathy
	17. photos (photo-)	light	photograph
	18. philos (philo-, -phile)	loving	philosophy
	19. phagein (-phagy)	to feed, consume	bacteriophage
	20. pseudein (pseudo-)	to deceive	pseudonym
	21. pneuma (pneum-)	wind, air	pneumatic
	22. podos (-pod, -poda)	foot	tripod
	23. pyr (pyro-)	fire	pyrotechnical
	24. phobos (-phobe)	fear	claustrophobia
	25. soma (soma-)	body	psychosomatic
	26. tele-	distant	telephone
	27. therme (thermo-, -therm)	heat	thermometer

COMPREHENSION (C)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
MAIN IDEAS	Getting the main idea is the ability to get the nucleus of the information. Paragraph patterns: 1. A paragraph whose main idea is supported by the details. 2. A paragraph whose main idea is made clear by the details or by an illustrative example. 3. A paragraph in which the author leads you through a process of reasoning until you arrive at a logical conclusion.		Thomas, E. Improving Reading in Every Class. New York: Allyn & Bacon, 1972.
C-4 Recognize a rephrased main idea		Select from the lists below the statements which most closely resembles the main idea of each sentence. 1. Sally went shopping at the market. a. After work, Sally made purchases at a store. b. Sally is at the store doing her marketing. c. Stopping at a store, Sally bought some apples and cheese.	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
C-5 Identify main ideas by selecting appropriate title		What would be a good headline for this paragraph?	
C-7 Recognize main idea through supporting details		Read to find out what details support the title _____.	
CONTEXT CLUES		EXAMPLES	
C-8 Derive meaning of words through context clues.	Using context clues involves the ability to determine the meaning of an unfamiliar word or to arrive at a new meaning for a familiar word by using all available information or 'clues' in the surrounding material. Context is the most important tool for students in vocabulary. Everyone uses this method dozens of times a day in reading and in conversation. DO'S and DONT'S in using context. Few students make full use of context clues. Students also need help in knowing when to use context clues and when to employ other means for verifying the meaning of a word. There are two extremes: (1) Students who use	A. Types of questions: 1. What is your intelligent guess at the meaning of _____ using context clues? 2. What is the meaning of _____ as it is used in this passage? 3. In this sentence, _____ means: A. B. C. D. 4. What is the meaning of _____ in this sentence? A. B. C. D. 5. What is your first guess for the meaning of _____? 6. If you don't know the meaning of _____, and vou stopped at this point in the passage, would you be able to figure it out? 7. What word would fit best in the blank space to make the sentence understandable?	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
C-8 continued.	the dictionary immediately without giving a thought to the use of the context, and (2) students who rely on context clues to the exclusion of the dictionary. Neither procedure is desirable for the students in all situations. DO rely on context clues: 1. When you have an 'unmissable' clue--a direct statement explaining the word. 2. When you have highly revealing clues and the meaning you arrive at definitely 'clicks' with the rest of the passage. 3. When, in view of your purpose for reading the selection, you need only a general sense of the word meaning. DON'T rely on context clues--turn to your dictionary: 1. When you require a precise meaning, it always takes the dictionary to pin the meaning down. 2. When the word is a key word, one which is crucial to your	A. continued. 8. What word would you write in the blank space to make the sentence understandable? (The girl _____ down the road.) 9. What other words would make sense in this sentence? 10. In this sentence from your story I shall leave out one important word. Listen and tell me a word that might belong. B. Cloze Passage (Words omitted from passage in predetermined pattern): 1. Use cloze passages to help students realize that meaning can be derived without reading every word in an article. 2. An example: It was a lovely _____ day. I was sitting _____ English class, thinking of _____ the things I would _____ after the final bell _____. That's when it happened. _____ teacher calmly said that _____ was going to give _____ test. C. Be a Word Detective 1. Each student brings to class a new word in clue-rich context and reads the sentence and/or paragraph aloud to the class. The others try to deduce the meaning of the words. The student who answers correctly presents the next sentence. D. Sharing Strategies

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
C-8 continued.	2. continued. understanding, and full comprehension is important to you. 3. When the clues suggest several possibilities--the meaning might be one of several--and you must know which. 4. When you don't know the nearby words. 5. When you have encountered the word a number of times, realize it is a common useful one you will meet again, and want to master it thoroughly for future reading.	D. continued. 1. Students try to analyze just how they have arrived at their word meaning guesses. Then share their context clue strategies with the class. A dictionary can be used to verify the accuracy of the guesses. E. Read On 1. Encourage students to read further than just the end of a sentence when there is a word they do not know. Many times the most important clues are not contained in the immediate sentence. F. The Best Clue 1. Have the students discuss which clues are the best to use when figuring out the meanings of unknown words.
FINDING DETAILS	The first step to take in reading for details is to find the main idea(s). The main idea should be thought of as a tree trunk and the details as the branches growing out of the main idea. Students will need practice in: A. Recognizing that there are major details and minor details.	TYPES OF QUESTIONS 1. Are these parts of the story really important or could they be left out? 2. Which of these parts of the story are least important? 3. Which of these parts helps you to understand best what the story is about? 4. Which statements made about the main character make you like him? Find actual quotes.

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
C-8 continued.	B. Discriminating between main ideas and details. C. Organizing details around the main ideas to which they are reflected. D. Realizing that some details will be important when reading a selection for one purpose, but entirely unimportant when reading the same selection for an entirely different purpose.	5. What conditions are probably necessary for a tornado to form? 6. What details create a mood of melancholy in the first paragraphs of "Fall of the House of Ushers"? 7. Can you find in this passage evidence that supports the author's statement that portions of the North American continent and Europe were once joined?
C-10 Recognize details in a given picture.		MEMORY GAME 1. Cut out several large pictures from old magazines. Tell the group you will hold up each picture for thirty seconds At the end of that time, ask them to list as many details in the picture as they can remember. 2. Variation: Divide the group into several small groups and have them compete to list the most details in the picture.
C-12 Select key words that describe detail.		USING ADVERTISEMENTS 1. Clip ads from the daily newspaper or a magazine. Let the students discuss what details in the ads are important to them. A. If your father read the same ad, would the same detail be important to him? If not, tell what details would be important.

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
C-13 Locate details from a printed selection.		USING ADVERTISEMENTS (continued) 1. B. Try the same approach with movie ads, ads for cars, ads for Star Wars toys, grocery ads, etc. 2. Have the students analyze television commercials in much the same manner. ILLUSTRATIONS 1. Ask the students to draw a character as he is portrayed in the story. Have them first jot down the details the author uses to help the reader "see" the character. 2. Ask the students to illustrate a particular scene from the story, first jotting down the details that the author uses to help the reader "see" the scene.
C-14 Recognize key words, phrases and sentences telling who, what, where, when, why and how.		THE FIVE "W's" PLUS "H" 1. The five "W's" (who, what, when, where, why) plus how usually supply the basic details of a newspaper article. Practice in answering these questions can improve skill in finding the main idea of an article. 2. Supply articles from newspapers. Have students find answers to the six questions. 3. Ask students to exchange lists of answers with other members of the class. See if they can reconstruct the articles from the six important details.

COMPREHENSION (c)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
C-16 Determine sequence of ideas in printed materials.	Sequencing details means reading to learn the chronological order of a series of events. This involves a knowledge of tenses and signal words. Flashbacks and presentation of materials out of order pose special problems.	SIGNAL WORDS 1. Help students become more aware of certain words which signal sequential order: first, second, third, fourth, next, before, after, last, meanwhile, in retrospect, previously, finally
C-18b Recognize and gain meanings from class/ categories.	To be able to arrange words or things in groups of similar characteristics under one general heading.	1. The teacher will say three words that belong together in some way. Ask children to tell why they belong together. Bread, hamburger, cookies (are all names of things to eat). 2. The teacher will say 3 words, two of which belong together. Ask children to tell which word does not belong together. Why?
C-18c Recognize and gain meanings from cause/ effect.	Cause and Effect Elements: 1. Cause is the reason something happens. 2. Effect is what happens. 3. Because and if are signal words for cause. 4. So is a signal word for effect.	Read each cause statement and write a possible effect in one sentence. 1. The gate was too heavy to push. _____ 2. The field was wet and muddy. _____ Ask students to bring in comic strips. Have them find one frame in each strip in which the action is the result of

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
C-18c continued.	5. Signal words are often not used. 6. More than one cause is possible for an effect. 7. More than one effect is possible for a cause. 8. Causes and effects are not always given. The reader must infer them.	the action in another frame. Label the two frames cause and effect.
C-19 Recognize and gain meanings from analogies	An analogy is a partial similarity between like features of two things, on which a comparison may be based.	Pilot is to airplane as driver is to _____. a. stop b. play c. car d. sign
C-21 Identify and interpret a character's motives, feelings and/or attitudes.	These are often revealed indirectly through the character's words and actions and through the reaction of others toward the character.	WAYS TO QUESTION 1. Based on what we know about the character, how do you think he will act in future situations similar to this one?

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
C-22 Compare and contrast A. Characters B. Ideas in a story		DETAILS THAT COMPARE AND CONTRAST 1. Reproduce the following chart: COMPARE CONTRAST Earth-Mars Teacher-Student Superman-Batman Paul Bunyan-Johnny Appleseed 2. Give the class a few minutes to fill in the chart with as many similarities and differences as they can. List the comparisons and contrasts on the board to illustrate the details which the students used.
C-26 Interpret author's point of view and purpose		PARABLES AND AESOP'S FABLES 1. Parables and fables have definite morals and a general discussion of several of these stories will help students make generalizations about the human nature as well as about the era in which the stories were written.
C-27 Generate solutions, predict outcomes, make inferences, and draw conclusions based on facts presented.		WAYS TO QUESTION 1. Knowing what we know so far, what do you think will happen next? 2. What generalization can you make after having heard these last three reports on South American countries?

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
C-27 continued.	Syllogisms are a forumula of argument consisting of three propositions. The first two propositions, called premises, have one term in common, furnishing a logical connection between the two other terms, that are then linked in the third proposition, called the conclusion.	3. What are the clues that led scientists to believe that there was a great oil reservoir at Prudhoe Bay? USING PICTURES 1. Collect pictures from a variety of sources. Discuss the possible occupations and life styles of the people shown in the pictures. SYLLOGISMS 1. Students will have a lot of fun constructing their own syllogisms. After constructing the syllogism, they should write it down omitting the conclusion. Syllogisms could then be exchanged and completed by other students. 2. Examples of student-constructed syllogisms (sixth grade students): a. All rectangles have four sides; a square is a rectangle; therefore (squares have four sides). b. All sleds slide on snow; a toboggan is a sled; therefore (a toboggan can slide on snow). c. Indians were in Alaska before white people; Tlingits are Indians; therefore (Tlingits were in Alaska before white people). d. My father hates Acid Rock; the _____ sing Acid Rock; therefore (my father hates what the _____ sing).

COMPREHENSION (C)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
C-29a Recognize and interpret fantasy.	Fantasy is a work which takes place in a non-existent and unreal world (e.g. fairyland) or concerns incredible or unreal characters. It is a story that could not possibly happen. Fantasy is often taught in contrast to realism.		
C-29b Recognize and interpret absurdity.	Absurdity is an idea or thing so clearly untrue as to be laughable and ridiculous (Foolishness; Nonsense).		
C-29c Recognize and interpret irony.	Irony is a broad term referring to the recognition of a reality different from its appearnace. Verbal irony is a figure of speech in which the actual intent is expressed in words carrying the opposite meaning.		
C-29d Recognize and interpret sarcasm.	Under the guise of praise, sarcasm is a bitter expression of strong and personal disapproval. Sarcasm is jeering—intended to hurt.		

COMPREHENSION (c)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
C-30a Recognize and interpret fiction/non-fiction	Fiction is writing that tells about people or things that never existed. True-to-life stories as well as fantasy can be fiction. Non-fiction is writing about a person or thing that actually happened.	What are some of the events in the story that can happen in real life? Did some of the events in the story actually happen?	
C-30b Recognize and interpret biography/autobiography.	A biography is a written account of a person's life written by another person. An autobiography is a written account of a person's own life.		
C-30c Recognize and interpret poetic forms.	Poetry can be classified in three type-divisions: the epic, the poetic drama, and the lyric. An epic is a long, narrative poem. Characteristics of epic: a. An epic involves a hero. b. The hero pursued some ultimate goal. Poetry which is written in dramatic form is poetic drama. The lyric is a brief subjective poem marked by imagination,	 "Hiawatha" "Casey at Bat" "When Dinosaurs Were Roaming" by Richard Armour, Ginn-Level 9.	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
C-30c continued.	melody, and emotion. The lyric is the poetic form most often found in elementary texts.	"City Rain" by Rachel Field, Houghton-Mifflin, Level F. "Animal Laws" by Adele H. Seronde, Lippincott-Level E.	
C-30d Recognize and interpret myths.	Myths are anonymous stories having their roots in primitive folk beliefs of races and presenting supernatural episodes as a means of interpreting natural events.	"Loon's Necklace"	
C-30e Recognize and interpret fables.	A fable is a brief tale told to teach a lesson. Most fables are about animals that act as people do.	Ask pupils the moral of familiar fables (e.g. Tortoise & Hare).	
C-30f Recognize and interpret folk tales.	A folk tale is a story of legendary or mythical elements, made and handed down orally among the common people. Folk tale characteristics: a. Theme of good overcoming evil. b. Stock characters (used repeatedly until they are easily recognizable).	"Johnny Appleseed"	

COMPREHENSION (c)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
C-30f continued.	c. Repetition of events. d. Cleverness.		
C-30g Recognize and interpret fairy tales.	A fairy tale is a story usually for children about elves, hobgoblins, dragons, fairies, or other magical creatures. In a fairy tale the main character usually has trouble with the magical creatures and happenings, but there is usually a happy ending.	"Cinderella"	
C-30h Recognize and interpret science fiction.	Science fiction is a form of fantasy in which scientific phenomena form the basis of adventure in the future, in other planets, and in other dimensions in time.	"Star Wars" "Wrinkle in Time"	
C-30i Recognize and interpret historical fiction.	Historical fiction is fiction whose time setting is in some period other than that in which it is written. Historical fiction is usually based on a past event.	"Johnny Tremain" "Matchlock Gun"	

COMPREHENSION (c)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
C-30j Recognize and interpret drama.	Drama is a literary composition that tells a story by means of a dialogue and action. Characteristics of Drama: a. Intended to be acted on stage and viewed by an audience. b. The plot is presented by character speaking and acting. c. The setting is described in a phrase at the beginning.	"Peter Pan" "Wizard of Oz"	

STUDY SKILLS (SS)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SS-5 Skim or reread for specific information or new ideas.	SKIMMING means reading quickly--not reading every word, but just passing over an entire selection quickly for a general impression. WHEN DO YOU SKIM? 1. Preview is skimming to get an idea of what a selection is like before actually reading it. 2. Overview is skimming over an article quickly, reading only those portions that give you the main points (topic sentences). 3. Review is skimming to remember important points and to fill in the major details. SCANNING means letting your eyes pass quickly over some lines of print until you come to the part you want. You do not read anything until you find that part. 1. Scan when searching through material for a particular piece of information.	Primary Level 1. Guided reading a. Read a page and find the answer to this question.... b. Scan to find the words ....with "eigh". Intermediate Level 1. Skim a paragraph, reading the topic sentence. Write down the main idea.	1. Countdown, Scholastic Study Skills, Scholastic Books (workbook). 2. Supportive Reading Skills, Dexter and Westbrook.

STUDY SKILLS (SS)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SS-6 Recognize summary sentences.		Grade 2 Begin with short paragraphs written on grade level. Have paragraph projected on an overhead or written on the board. Develop retelling students' own words--which sentence in the paragraph is most like the "retelling". Then phase out the retelling and just ask for the sentence to be identified. Grade 3 Repeat the above with longer paragraphs. Grade 4 Move to a series of paragraphs and a summary. Grades 5 & 6 Similar to 4th grade. Pick out and understand through class discussion and repeated examples, why summaries of chapters, books and news articles are used. Newspapers and magazines may be used at this time. Speeches can be given by class members. Have audience identify the summary sentence. Read a book and give oral or written summary.	

STUDY SKILLS (SS)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SS-6 continued.		Relate to Social Studies or Science. Recognize summary sentence of books and chapters. Have a "sum it up" time in Science experiments.	
SS-8 Summarize information	Summarize means to state concisely in your own words. Most content material may be utilized to develop this skill.	Grade 3 Begin with short oral exercises. Read a short story and have students summarize it orally. Write it on the board and review it. Discuss what makes a good summary. Grade 4 Review the above. Give the students a short written story. Have them write a summary sentence or sentences. Grade 5 Review the above. Give the students seat work stories. Then project the same stories with the overhead and discuss summary sentences that students made up. Review what makes a good summary sentence. Grade 6 Continue in more depth. Summarize entire chapters (from content area texts). Use this technique with oral and written book reports.	See skills bank and other related topics

STUDY SKILLS (SS)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SS-9 Identify the function of an Outline.	Outlining is a method of arranging important statements in an organized manner. Sequence of practicing outlining: Learning how to organize in a basic outline will enable students to see the relationship between main ideas and supporting information. The following is the basic outline form to be used: I. _____ A. _____ B. _____ 1. _____ 2. _____ II. _____ III. _____ A. _____ 1. _____ 2. _____ B. _____	Skills: 1. Categorize words/ideas. 2. Find main ideas and supporting details (topic/subtopic). 3. Streamline sentences (deleting unnecessary words). Ideas: 1. Scramble the items in a simple outline; have the students unscramble these. 2. Have students write an outline of their lives, past and future. 3. Have students outline (partially) the index of a given book. 4. Using comic books, comic strips, etc., have students outline the more elaborate ones (Dick Tracy, etc.).	Sowry, L. Ideas and Strategies to Assist Ryal Junior High Core Teachers Developing Reading Skills the Core Subjects. Fairbanks: 1978.

STUDY SKILLS (SS)

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SS-9 continued.	If the main idea next to the Roman numeral has one main detail (A), then there must be at least one more detail (B). If one of the capital letters has one minor detail (1), then it must have at least a second detail (2).		
SS-10 Locate information in an outline.		Skills: 1. Categorize words/ideas. 2. Find main ideas and supporting details. 3. Change main topics/sub-topics into key (main sentences and supporting sentences) sentences.	
SS-11 Recognize and use parts of a book.	Title Page -- the name of a book and author. Table of Contents -- an orderly list of things dealt with in a book. Body -- the content or things dealt with in a piece of writing. Glossary -- a list of words and their meanings, often printed at the end of the book.	1. "Vital Statistics" a. Discuss your vital statistics: Name Grade Parents Date of Birth etc. b. Discuss and list a book's vital statistics: Title Table of Contents etc.	

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES	RESOURCES/COMMENTS
SS-11 continued.	Index — an alphabetical list of names, subjects, topic items, etc. with their page numbers, often printed at the end of the book.	2. Write a Book a. Each student selects a place or country, etc. b. The book should contain the following parts: 1) Title Page 2) Table of Contents 3) Body Chapters a) People b) Places where people live c) Environment d) A day in the life of..... 4) Glossary 5) Index	

OBJECTIVES	EXAMPLES
SS-12 Students should be aware of the following traffic signs.	

school crossing

no bicycles

bicycle crossing

no left turn

two-way traffic

slippery road

traffic light

no right turn

WARNING SIGNS: DO NOT ENTER

Other signs use pictures to inform drivers about specific hazards.

from READING WITH A PURPOSE
Harcourt Brace Jovanovich, 1979

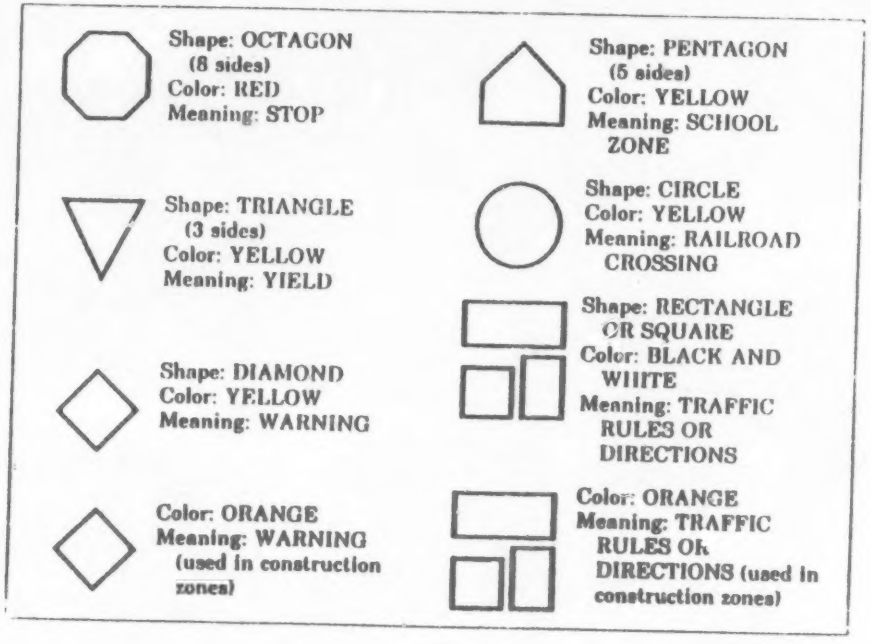
OBJECTIVES	EXAMPLES
SS-12a Interpret and apply information from: A. Signs and Posters	

SAFETY SIGNS THAT STUDENTS SHOULD RECOGNIZE BY SIGHT ARE:

Adults Only	Fallout Shelter	No Trespassing
Antidote	Fire Escape	Not for Internal Use
Beware of the Dog	Fire Extinguisher	Open
Bridge Out	First Aid	Out of Order
Bus Stop	Flammable	Pedestrian Crossing
Caution	Fragile	Poison/Poisonous
Closed	Gasoline	Private Property
Combustible	Gentlemen	Prohibited
Condemned	Go	Pull
Danger	Handle with Care	Push
Dead End	High Voltage	R.R.
Deep Water	Inflammable	Railroad
Detour	Instructions for Use	Restroom
Do Not Enter	Keep Off the Grass	Road Closed
Do Not Incinerate	Keep Out	Slippery When Wet
Do Not Use Near Heat	Ladies	Stop
Doctor (Dr.)	Live Wires	Thin Ice
Down	No Admittance	This End Up
Dynamite	No Diving	Violators Will Be Prosecuted
Elevator	No Fires	Warning
Entrance	No Loitering	Watch Your Step
Exit	No Minors	Wet Paint
Explosives	No Smoking	Yield
External Use Only	No Swimming	

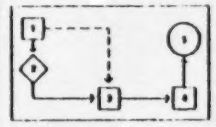
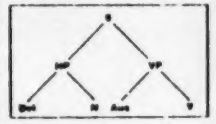
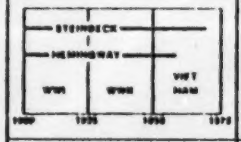
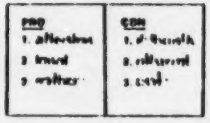
from A GUIDE FOR BETTER READING FOR PARENTS AND CHILDREN
Scholastic Book Services, 1977.

OBJECTIVES	EXAMPLES
SS-12a continued. Traffic Signs	All traffic signs are organized according to their shape and color. Traffic signs that give the same general type of information have the same shape. Some signs that have the same shape are different colors when they are used in different situations. So, if drivers see only the shape and color of a sign but cannot read what is written or pictured on it, they will still understand the basic information that the sign contains. The shapes and colors used for traffic signs are shown below.



From READING WITH A PURPOSE
Harcourt Brace Jovanovich, 1979.

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
SS-12b Use, interpret, and apply information from: Charts, Maps and Graphs.	Charts are visual summaries of relationships or organizations. **HOW TO READ THEM** 1. Note title and type of chart. These indicate main idea and purpose. 2. Note symbols. These should be easily recognized. Do not attempt to read them literally. Notice details. Observe relationships. 3. Note pattern of organization: cause/effect comparison/contrast chronology classification step-by-step procedure system 4. Make inferences and draw conclusions based on data. 5. Relate to text material.	

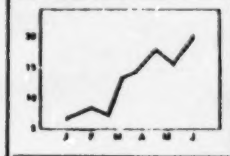
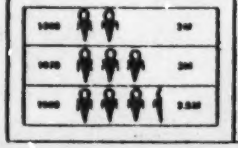
TYPES OF CHARTS		DESCRIPTION AND PURPOSE
	FLOW	Illustrate a process, functional relationship, organization. Show simple or complex sequences.
	TREE	Show the way in which many things developed from one source; genealogies. Show development from root to many branches.
	TIME LINE	Show relations among events. Illustrate cause/effect, sequence. Multiple lines may be used to show overlapping events, depict zeitgeist.
	COMPARISON	Compare and contrast. Points may be listed side by side as advantages/disadvantages, pro and con. May be verbal or statistical.
	DIAGRAM	Show structure of a system (schematic), steps in a process, parts of a structure. Classify complex procedures. Many varieties—simple to complex.

from TEACHING READING SKILLS IN CONTENT AREAS
Sandpiper Press, 1978.

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
SS-12b continued.	Graphs are visual representations of numerical data showing comparisons and relationships.	

HOW TO READ THEM

1. Note title and type of graph. These indicate purpose, main idea.
2. Note arrangement of data. Read column headings both vertical and horizontal to see what is being compared (dollars/year, pounds/acre, etc.).
3. Note scale. What are the increments of increase/decrease? Be alert to alterations within the pattern that can change appearance and cause misinterpretation.
4. Read the Key. It indicates the meaning of symbols. Color codes and surface patterns (cross-hatching dots, etc.) are often used.
5. Note symbols within the graph. These may be merely decorative, or may be meaningful components. (Consult the Key.)
6. Read for literal information.
7. Criticize. Make inferences, draw conclusions based on data. What applications are possible?
8. Relate to text material.

TYPES OF GRAPHS		DESCRIPTION AND PURPOSE
	LINE	Indicates precise relationship between two sets of data. Each point on the graph represents the two variables in relation to each other. Most accurate type of graph. Shows development taking place, trends.
	BAR	Permits comparison of a small number of values (fewer than ten) taken at different times. Presentation may be made vertically or horizontally. Bars may be subdivided into parts of a whole or into percentages.
	CIRCLE or PIE	Shows how various parts relate to a whole; percentages.
	SOLID FIGURE	Compares two or more *totals* using geometric figures to represent these quantities. Figures may be cubes, spheres, cylinders, etc.
	PICTURE or PICTO-GRAM	Illustrates approximate comparisons as bar graphs do, but uses representational figures like people, buses, cows or other items being compared.

from TEACHING READING SKILLS IN CONTENT AREAS
Sandpiper Press, 1977.

	OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
SS-12c	Use, interpret, and apply information from schedules.	Airline schedules tell you the flights available to and from the major cities. The schedule tells you when and where you can fly as well as the services that are offered on each flight.	Obtain copes of schedules from local airlines and have the students plan a trip. Discuss the special coding and abbreviations used by the airlines.

Leave	Arrive	Flight	Service Via
Boston, Mass. (EST)			482-7900
To Atlanta, Ga. (EST)			
♦ 8:40a	1:52p	293 / 407	▼✕ Dc
12:10p	3:56p	769 / 941	▼✕ Dc
To Bakersfield, Cal. (PST)			
8:40a	1:55p	293 / 757 / 854	♫ ▼✕ Dc Abe
9:45a	4:05p	95 / 721	▼✕ ●90
11:00a	4:45p	379 / 601 / 864	▼✕ ●Bos Abe
1:20p	8:29p	201 / 129 / 551	▼✕ ● Dc /90
♦ 4:00p	10:03p	135 / 115 / 894	▼✕ ▲ Dc Abe

Decoding Of Reference Marks:

2—ER. 12/26

A—Except Sunday
B—Except Monday
C—Except Tuesday
D—Except Wednesday
E—Except Thursday
F—Except Friday
G—Except Saturday
H—Except Sat. & Sun.

I—Sunday only
J—Monday only
K—Tuesday only
L—Wednesday only
M—Thursday only
N—Friday only
P—Saturday only
Q—Sat. & Sun. only

✕ Meal ▬ Snacks ▼ Cocktails
Movies ♫ Audio § Short Subjects
★—B-747 Jet ●—DC-10 Jet
♦—Connection from B-747 to DC-10
▲—Connection from DC-10 to B-747
Flight times and numbers shown in bold type operate in wide body jets.

OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
SS-12c continued.	Bus schedules tell which bus you must take to get to your destination, as well as where and when you can board the bus.	Obtain copies of the Fairbanks bus schedule and have students route a trip from their school to Creamer's Field.

FARES

Fairtrans drivers DO NOT carry change. Please board with the EXACT CHANGE.

1 ZONE - $.50 or 1 token
2 ZONES - $1.00 or 2 tokens

Senior citizens, handicapped, and children (6-12) are $.25 per zone. Children 5 and under - FREE.

Transfers are FREE on the borough bus, but must be used within 1½ hours of issuance and as a continuation of a trip on route going to your final destination.

For your best value, TOKENS are available 10 for $3.50 for a discount savings of 30% over a cash fare.

WHEN USING THIS SCHEDULE

First take a moment to familiarize yourself with the routes by scanning the maps and schedules printed in this book.

Pinpoint your location on the map and note your departure time on the schedule. (If you are between noted location sites, estimate the time to your pick up point.)

Arriving at your stop a minute or two ahead of the time the bus is due does help. Our drivers will make every effort to operate on schedule, but errors can occur. The times on people's watches and clocks seldom agree, and an error of a minute or two may result in a missed bus.

Waiting for buses at street corners, NOT in the middle of the block also helps. This is an important safety factor for other traffic on the street that often must wait while your bus is loading. As an added help to drivers, please flag the bus when it is approaching.

OBJECTIVES	EXAMPLES
SS-12c continued.	

ROUTE 1

DOWNTOWN to UNIVERSITY OF ALASKA
via COLLEGE ROAD

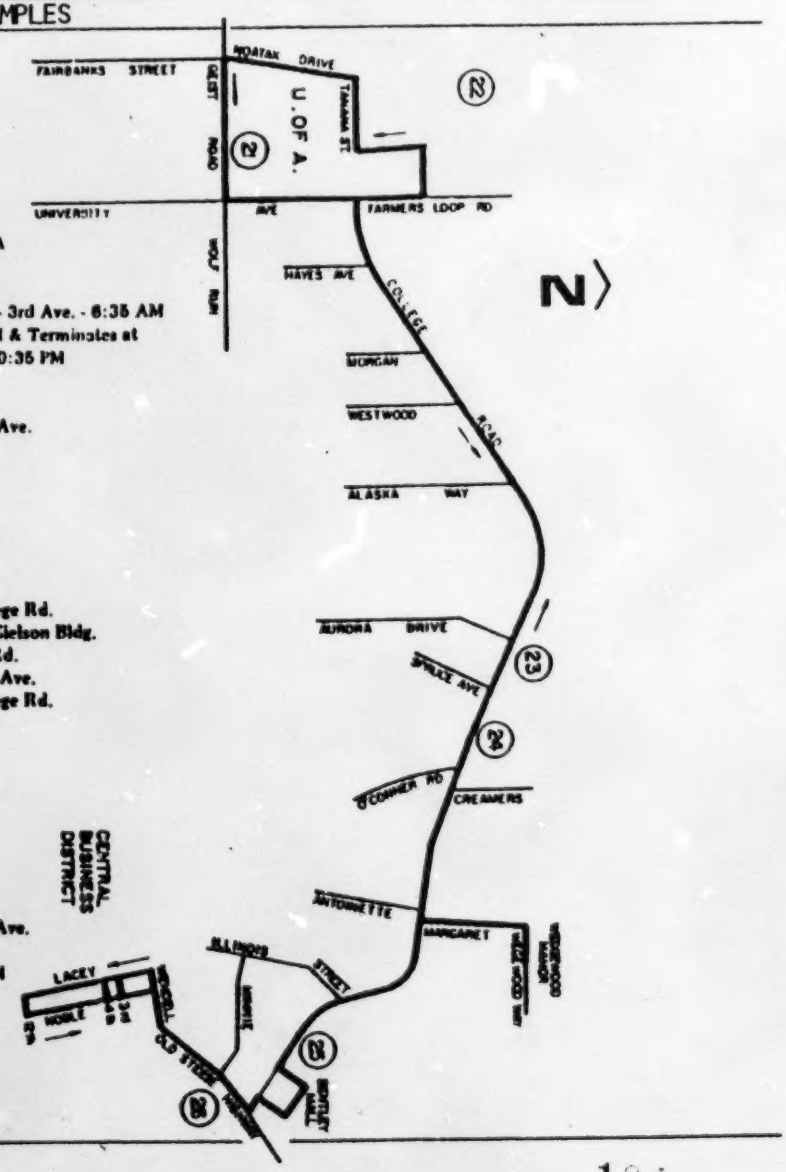
Hourly All Day Service 6:35 AM - 10:35 PM

First Trip Leaves Northward Bldg. - 3rd Ave. - 6:35 AM
Last Trip Leaves U of A - 10:05 PM & Terminates at The Northward Bldg. - 3rd Ave. - 10:35 PM

	After the Hour		
OUTBOUND	35	T	1. Northward Bldg. - 3rd Ave.
	38	T	2. Gavora Mall
	40	T	3. Bentley Mall
	45		4. Wedgewood Manor
	50		5. Creamers & A.D.F.&G.
	52		6. Aurora Drive
	53		7. Beaver Sports
	55		8. College
	57		9. University Ave. & College Rd.
	05		10. University of Alaska - Elelson Bldg.
INBOUND	06		11. Fairbanks St. & Geist Rd.
	07		12. Geist Rd. & University Ave.
	09		13. University Ave. & College Rd.
	11		14. College
	13		15. Beaver Sports
	14		16. Aurora Drive
	16		17. Creamers & A.D.F.&G.
	18		18. Wedgewood Manor
	24		19. Bentley Mall
	28	T	20. Gavora Mall
	31		21. Lacey & 5th
	33		22. 12th & Noble
	35	T	23. Northward Bldg. - 3rd Ave.

SATURDAY SERVICE STARTS AT 7:35 AM

OUTBOUND - From Downtown
INBOUND - To Downtown
T - Suggested Transfer Point



OBJECTIVES	DEFINITIONS/RULES	EXAMPLES
SS-12c continued.	Train schedules tell you the arrival and departure times at the stations along a certain route.	Have the students compare the schedules of the Alaska Railroad and Amtrak.
	Television and radio schedules tell you the time and day programs are on the air.	Develop activities using the schedules ir the Weekender or TV Guide.